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ABSTRACT

This paper asserts that internationalizing or globalizing the community college curriculum will be necessary to meet the emerging needs of an increasingly diverse U.S. workforce and employer demand for international communication skills. The paper discusses globalization, establishes a common base of understanding of where Lakeland Community College (LCC) is with regard to internationalizing the curriculum and other services, and reviews institutional and community resources that might be available and applied to achieve globalization objectives. This report also itemizes some of the regional socioeconomic and demographic forces at work in Ohio that might provide impetus for internationalizing the curriculum, including the growing ethnicity of Ohio; the extent of foreign owned businesses and corporations in Northeast Ohio and in the U.S.; the extent of American owned and international corporations that are expanding across the globe; growth in international trade; the Internet and instant communications networks across the globe; and growth in domestic and international tourism in Northeast Ohio. The document concludes with a review of LCC activities and a description of national, international and foundation resources related to internationalization of curriculum systems. (PGS)

WHITE PAPER

COLLEGE GOAL: INTERNATIONALIZING THE CURRICULUM

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White Paper Internationalizing the Curriculum

PURPOSE

The purpose of this white paper is to generally: 1) describe how we have arrived at a goal to internationalize the curriculum and services; 2) explain why the community college and higher education has an important role to play in this area; 3) establish a common base of understanding of where the college is with regard to internationalizing its curriculum and other services of the college; and 4) to suggest an agenda for consideration and exploration and describe resources that could be applied to achieve these objectives.

BRIEF OVERVIEW & COLLEGE GOAL

Under the leadership of the President, Dr. Doty, initiatives in support of diversity have been developed at Lakeland Community College. For 1999-2000, a college wide goal of internationalizing the curriculum was developed and is supportive of the American Association of Community Colleges' Focus Areas and Priorities for the program year 1999-2000. (See Appendix A). The goal is to increase global awareness and understanding of other cultures by internationalizing the curriculum and other educational initiatives.

This initiative is important as technological advances in communication and information services have resulted in a perceived shrinkage of the world. The U.S. workforce will increasingly become more diverse in the new millennium. Employer demand will increase the need for competence in foreign languages and international literacy in order to transact business with

foreign companies.

As the population grows more diverse, the workplace will grow more diverse; this means that managers and workers will need greater understanding of and tolerance for diversity. Graduates, upon transferring to universities, must learn to relate to international students and must also successfully complete courses in non-western cultures or foreign languages. The college, serving its local community, needs to provide more opportunities to broaden student perspectives.

Activities to work towards this goal may include:

- X A review of the mission statement as part of the NCA evaluation process to determine if improved understanding of global issues and awareness of other cultures as well as respect and understanding of diversity should be included.
- X Appointment of an ad hoc temporary advisory committee consisting of faculty, staff and students to learn of other college programs and develop objectives relevant to the Lakeland community.
- X Exploration of collaborative initiatives with other regional institutions of higher education, organizations and corporations with foreign institutions and organizations with a purpose of expanding educational resources and programming.
- X Exploration of international related programs, to integrate into existing curriculum cross-cultural sensitivity programs, living and working abroad programming and domestic, home/family hosting programming.
- X Expansion of current curriculum offerings to include more emphasis on global awareness.
- X Professional development for faculty using Excellence in Teaching and Professional Development Committees to promote internationalism.

GLOBAL COMPETENCIES

The ACIIE had identified the competencies of the global learner in light of national and international trends. Many of these competencies related to the interdependency and interconnectedness of peoples and systems. (See Appendix B.)

AN AGENDA

In the Spring of 1999, the Stanley Foundation, the Ohio Association of Community Colleges (OACC), the American Council on International Intercultural Education (ACIIE), and the Community Colleges for International Development (CCID) sponsored a workshop, AGlobal Education in Ohio=s Community Colleges, which was hosted by Sinclair Community College. An outcome of the conference was an identified need for a statewide association of community colleges in international programs to share information, resources and to gain leverage with funding sources to improve and expand program offerings at community colleges. A decision was made to have a fall conference of foreign language instructors to be spearheaded by Columbus State Community College. A decision for a statewide conference on international may be forthcoming if a statewide organization is developed.

The Lakeland delegation attending the conference at Sinclair Community College, consisting of: Mr. Al Sugitan, Dr. & Mrs. Ralph Doty, Mr. Chuck Fye, Mr. Rollie Santos, Ms. Marjorie Zibbel, and Mr. Gary Eith brainstormed an agenda for Lakeland.

The following list was a result of that process:

1. Revive International Studies Group, establish a subgroup to serve as leadership.
2. Inventory the LCC faculty, part-time faculty, staff for any international experience, contacts, etc.
3. Inventory of regional and state and national resources for an accessible data base for college staff and faculty to use.
4. Revise mission and vision statements for the college.
5. Develop and enter into a consortium and collaborative (increases resources and grant opportunities).
6. Explore relationships with ethnic communities in Lake County for programming opportunities.
7. Develop overseas study opportunities for students, faculty and staff.
8. Work with LCEDC Export Encouragement Center to id companies with strong exporting, to collaborate in support of their efforts and to develop programming (ought to also look at businesses in Lake County with overseas offices).
9. Develop a white paper which includes the plan, vision for, etc. . . . perhaps by leadership group in #1.
10. Publicize what we are doing, anything international or culturally diverse ought to be mentioned in publications.

Many of these proposed initiatives seem to follow what other community colleges have and are

doing in this field. See Appendix C for the composite list of accomplishments of other colleges and suggested strategies for community colleges wishing to begin the process of internationalizing their curricula.

OTHER POSSIBLE INITIATIVES

Other possible initiatives to consider include: 1) membership in relevant associations; 2) distance learning, Internet and alternative delivery systems; 3) consideration of an Intercultural Center; 4) the development of Ainternational credit certificates.

Professional Organizations and Their Resources

There are three major organizations which serve as resources for two year colleges which are engaged in activities such as internationalizing the curriculum, international studies, and international development, etc. Lakeland has been a member of the Midwest Institute for International Intercultural Education (MIIIE) for several years. MIIIE is primarily focused on developing and maintaining a communications network among the faculty and staff of its member institutions. It has also coordinated collaborative initiatives including a proposal to involve faculty and staff from 15 member institutions in a three year project focused on internationalizing the curriculum. A team consisting of five Lakeland faculty and one administrator were included in MIIIE=s Title VI request for funding which was submitted in the spring of 1999.

The international organizations, the American Council on International Intercultural Education (ACCIE) and Community College for International Development (CCID), provide a broad range

of information and resources to their member institutions. ACCIE is an affiliate council of the American Association of Community Colleges. Both organizations promote the two year college as a vehicle of improving staff, student, and community understanding of international and intercultural issues. CCID appears to be more actively involved in international projects, particularly those which include providing education and/or training in technical disciplines. Representatives of several of Ohio=s two year colleges were interviewed concerning the benefits of membership. It was suggested that Lakeland give serious consideration to joining ACIIE and CCID.

Distance Learning, The Internet and Alternative Delivery Systems

International programming provides a venue for use of technology to more efficiently communicate overseas. International programming can be augmented in cyberspace by use of chat rooms, e-mail, interactive teleconferencing, etc. There is an international association involved in this area, CREAD (The Inter-American Distance Education Consortium). Distance Learning Delivery Systems should be explored and use planned for supporting this college goal.

The Intercultural Center and the Larger Concept

The International Studies Group should consider a structure such as a college Intercultural Center. At some colleges, such a center is an adjunct to admissions, testing and guidance functions; and such centers limit or focus service toward international and minority students only. Still others are activity centers that sponsor ethnically oriented or international clubs and celebrations and study abroad or student and teacher exchange programs.

The development of an International Center or office on campus would institutionalize the programming efforts, serve as a repository of information, a central focal point and clearinghouse for activities within the college as well as external to the college. A staff person or faculty member on release time would head the office and circulate with a Web site and newsletter, information on diversity and international and intercultural programming, examples of changes in internationalizing curriculum, etc. and serve as a champion for this college goal. The Center would serve as a resource for faculty and staff interested in program development, overseas professional development and curriculum development.

The possibility exists that such an office could be more. It could spearhead the relationships and agreements with other colleges and universities and serve as an institutional linkage with international departments and external organizations. The center could also assist in sensitizing staff to cultural differences and involve the campus in intercultural activities and services:

1. Produce a manual identifying common misperceptions about a variety of cultures and containing informative facts about those cultures;
2. Present speakers on intercultural topics, pre-semester, in-service program and other occasions;
3. Offer courses on cultural diversity;
4. Conduct workshops for teachers to provide practical instructional strategies for including intercultural content in the curriculum and assist second-language, nonnative, or ethnic

minority students in learning and interacting with native English-speaking, White majority students.

The center can conduct needs and resource assessments of the campus and community and publicize the findings:

1. the demographics of Lakeland and surrounding communities;
2. a survey of students: what they perceive as their needs, problems, interests;
3. a survey of staff: to learn what they would like to know about their non-native students and what instructional problems they want help with; and
4. perhaps assist with mentoring and hiring and host family identification for international students.

In addition, this center could assist the Center for Business and Industry and the Business Division of the College to:

1. develop a continuous needs assessment of the international business training needs of Lake County;
2. assist in expanding the international business curriculum;
3. improve access to current international business resources especially for small and medium businesses; and
4. publicize and promote those programs and international programming and activities to the international business community.

Credit Certificates

Community colleges offer certificates, in specializations in international subjects. (See Appendix D). Lakeland=s existing course offerings could be augmented and certificates could similarly be developed. Noncredit programming could support and be a part of these certificate programs. See Appendix E for a current list of offerings.

REGIONAL SOCIO/ECONOMIC/DEMOGRAPHIC FORCES AT WORK

- X Growing ethnicity of Greater Cleveland.
- X Growing diversity of the nations= general population and of its workforce.
- X Extent of foreign owned businesses and corporations in Northeast Ohio and in the U.S.
- X Concomitantly, American owned and International corporations are expanding across the globe.
- X Growth in international trade.
- X The Internet and instant communications networks across the globe.
- X Growth in domestic and international tourism in Northeast Ohio.

These forces seem to point Lakeland towards general awareness improvement and increased educational offerings and services in international programming. An American trait of common ethno-centrism associated with isolationistic tendencies and sheer size of domestic economy, language, etc. is a trait in Northeast Ohio as in the country. Just as Ohio is inextricably linked to the nation, so is Lake County linked to regional organizations and international initiatives.

INTERNATIONAL TRADE, EXPORT PROMOTION & TOURISM

In dollar terms, Ohio is the seventh largest exporter of merchandise in the U.S. It is the fourth largest exporter of manufactured goods, however and if goods are included that are shipped to assemblers in other states before being exported, then the state would rank third. Data for Northeast Ohio are difficult to come by, but it is estimated that the Cleveland metropolitan area exported \$5.5 billion worth of commodities and manufactured goods in 1997. This figure accounted for more than one-fifth of the state=s direct exports and the employment of some 73,600 of Northeast Ohio workers.

According to a survey of Northeast Ohio companies, the top international trade partners in order are: Canada, Mexico, England, Germany, Japan, Taiwan, and France. This list is based on supplier, customer, and other types of relationships, so it is not necessarily a list of export destinations. Export data are available for the state, and here Japan and France would move up the list.

As the headquarters location of a large number of multinationals, international trade in services is brisk. Perhaps the most dramatic examples of this kind of trade are the patients who travel to the world-renowned University Hospitals or the Cleveland Clinic for surgical procedures. Cleveland also boasts some of the nation=s premier international law firms, such as Jones, Day, Reavis & Pogue and Squires, Sanders & Dempsey.

The Cleveland-Cuyahoga County Port Authority and Hopkins International Airport all provide services that are self-explanatory. Hopkins and airline companies are developing more direct

connections to overseas destinations. In 1991 the Port Authority, Cleveland City, Cuyahoga County, and the two chambers of commerce formed the Greater Cleveland International Trade Alliance, which seek to highlight the importance of trade to the regional economy. The group's mission is embodied in the Cleveland World Trade Association, a major source of export assistance to local businesses. In the summer of 1994, Cleveland was one of only 280 cities worldwide to be awarded a World Trade Center franchise. Through a number of on-line resources and databases, the World Trade Center of Cleveland connects local businesses with opportunities around the globe.

Conventions and tourism are an attractive economic development strategy because they represent a pure export of services; an import of cold, hard cash. This is one reason why Northeast Ohio's leaders seek to make this region the pre-eminent visitors' destination between New York and Chicago. Northeast Ohio has an excellent set of family amenities, including miles of lakeshore, Sea World, a world-class amusement park at Cedar Point, and an extensive system of metropolitan parks. Yet the Northeast Ohio region also has a number of attractions that are unique, or are several notches above average in quality. The theaters, museums, and symphony orchestra in Cleveland are far better than one might expect from a city this size. Professional sports venues -- Jacobs Field, Gund Arena, and the new football stadium are new and exceptional. The Rock and Roll Hall of Fame and Museum is targeted at a mass, worldwide audience. The City of Akron has also developed an Inventors' Hall of Fame, a novel twist on the popular science museum concept. Together, these are the kind of amenities that could turn Northeast Ohio from a regional tourist destination into one that is continental -- maybe even

global.

In summary, Cleveland and Akron have long been full participants in the global economy, led by large industrial companies and their suppliers. The region is exceptional, with an economic resurgence, the growth of the theater district, the cultural amenities including the University Circle, the IX Center, one of the largest exhibition centers in the state, and the other mentioned amenities. The region is well-positioned to take advantage of the acceleration in the volume of trade expected in the new millennium. Higher Education in the region can be an excellent economic social development as well as educational resource for the area.

THE INTERNATIONAL TRAINING NEEDS OF BUSINESS

According to U.S. Department of Education funded surveys by major universities and colleges across the nation of leading corporate executives of small and large exporting and non-exporting companies about the international training needs of business, the surveys frequently confirm the following:

- X For the larger exporting companies, foreign markets were more profitable than domestic markets.
- X Most American CEOs look upon a foreign assignment as a major mid-career advancement within their companies.
- X Shockingly, most middle-management executives receive fewer than six weeks notice to prepare for a foreign assignment, and this includes moving to the foreign country. For some, a foreign assignment means staying in the U.S., but managing communications

with overseas markets. These domestic-based assignments require them to learn many intricate rules and regulations about doing business with foreign countries, as well as a wide range of cultural value systems and nuances. In some nations, business is conducted less quietly and directly than most American businessmen are accustomed.

- X The business people who most need the international business training are usually 30-45 year olds who already have one or more degrees. They do not want, nor do they have the time, to complete another degree in international business. However, the surveys indicate a strong desire to complete a certificate-based program of courses.
- X Those receiving their first international assignments want some language training for two reasons: They do not want to embarrass themselves and they do not want to embarrass their companies.

WHAT HAS BEEN DONE AT LAKELAND

A large amount of international and diversity programming has been offered at Lakeland and there is a significant amount of expertise in the international subject area at Lakeland. There has been little or no centralized college-wide coordination of the program and activities in this area. Also, there is no central repository of information or memory of what has been accomplished and/or what is currently being accomplished or being planned at Lakeland. This listing is not a comprehensive listing of accomplishments, but a selected array of activities based on the files and histories of the Dean=s of Social Sciences and Public Technologies and the Community Education Divisons.

- X An ad hoc committee of faculty and staff with special interest in international studies.

The committee has not been functioning as an active committee for several years.

Lakeland has hosted business and trade delegations, in connection with the Lake County Economic Development Center=s Center for Export Encouragement delegations from the following countries: Japan, Indonesia, Malaysia and Russia.

- X The Lakeland Tech Prep Consortium hosted a delegation of government officials, and educators seeking to improve their educational system from the South American country of Chile.
- X International Film and Issues Series: cosponsored by the Social Science and Public Service Technology Division, Community Education, the Arts & Humanities Division. A series of films on a particular theme each year are offered with an optional international dinner and cultural program on Friday evenings. An international issues lecture series is offered on timely topics on global issues impacting the United States and its citizens.
- X TraveLearn: As a member institution in the TraveLearn Network of more than 300 universities and colleges nationwide, programs are offered which explore, explain and provide an understanding of both the past and present - teaching not only about ancient traditions and cultures, but also providing insights into contemporary local customs and current social and political situations in various destinations. These short-term visits are primarily geared to the adult population. Faculty and administrators of the member institutions have an option to attend site inspection tours at a low cost. A spin off that=s been available with TraveLearn participation is that on occasion some of the speakers,

professors, curators, etc. will go on national tour. Lakeland has hosted two such speakers in the past: Dr. Abdellatif Kriem, Professor at Mohammed V University and Personal Interpreter to the recently deceased King Hassan II of Morocco; and Mohammed Shata, former assistant curator of the pyramids at Giza, Egypt.

- X Foreign Studies (FS 200), is a credit granting program for foreign student experience using AIFS which is a semester abroad credit program for students and faculty, primarily European based, which had active participation, but recently has had limited participation, if any. Up to nine credits can be granted for students participating in foreign travel & study, focusing on major themes in history, art, business language, etc.
- X Noncredit ESL courses have been offered by Community Education which includes a specialty course for Eastern Europeans. The Learning Center also offers ESL tutoring to international students attending Lakeland, as well as other ethnic groups that need improvement in their English speaking and writing skills.
- X The college serves 20-30 international students annually on F1 Visas, primarily from Asian, European, Middle Eastern and South American regions. There is an international student association on campus, coordinated out of the Student Activities office, which has access to faculty advising.
- X Community Education has sponsored a Pen Pal program with people from different countries formerly part of the Soviet Union, in which people have participated and shared some of their learning experiences. Pen Pals for Peace began with a friendly gesture

from Peace Links, a Washington D.C. based, nonprofit organization, to the former Soviet Union in late 1989.

- X Under the leadership of a faculty committee and Dean Aufderheide, and under the auspices of the AACC and the National Endowment for the Humanities, Lakeland submitted a competitive proposal outlining strategies for broadening the curriculum by including pluralistic and diversity topics, developing a multi-cultural literary resource center and by increasing the college focus on international affairs. As a result of the proposal=s success, a team of two faculty and a dean participated in a Washington D.C. conference and worked under a faculty mentor and presented results at another national conference. An outcome of this venture was a new course, AMulti-cultural Literary Studies= with different foci every time it is offered, with authors from Africa, Asia and the Caribbean.
- X Travelogues have been offered in Community Education and have been extremely popular, particularly with the senior citizen populations.
- X Individual faculty exchanges, e.g. Bruce Cline with Robin Gillanders from Edinburgh University, these exchanges have been accomplished on an individual basis with resources of the individuals. Noncredit and credit courses have been augmented by these visits.

X The Women=s Center is offering for the first time, in the fall 1999 quarter, an educational and experiential tour of Mexican border communities with a chance to live with Mexican families with arrangements for college credit.

X Credit courses on international subjects are offered: Business: Introduction to International Business; International Law & Business Transactions. English: Multicultural Literary Studies, Survey of British Literature I, II & III; Foreign Studies (see AIFS above); Geography: World Cultural Geography; World Regional Geography; History: Western Civilization I: Ancient and Medieval Periods; Western Civilization II: From the Renaissance Through the Revolution; Western Civilization III: Contemporary Europe; The Vietnam War; Modern Languages: French, German, Italian, & Spanish; Political Science: U.S. Foreign Policy in World Affairs; Social Science: Ethnic Minorities in the U.S.; Sociology: Introduction to Anthropology; Travel and Tourism: International Transportation and Ticketing; International Travel I & II.

RESOURCES

Lakeland Resources

An array of international experience, ranging from foreign birth to simple travel exists within the faculty & staff and student body of the Lakeland community. This experience has the potential to be useful in the development of any international programs.

Lakeland=s Library and Technological resources can also be applied to assist in this goal. From

research, to use of e-mail and Netscape, technology is a viable component of the subject area.

Regional International Resources

In Lake County, the Export Encouragement Center of the Lake County Economic Development Center has been instrumental in bringing foreign business delegations to Lake County and Lake Erie College is developing an International Studies Center and has several sister college relationships. There are several major corporations doing business overseas with capital holdings overseas and a growing number of businesses participating in international trade.

Lakeland is located in a rich, ethnic area of Ohio with a wide range of international associations and organizations, which are excellent resources. Ethnic organizations represented in the region range from African American and Albanian societies to Welsh and West Indian organizations. Foreign populations represented by associations in the Greater Cleveland area are listed in The Cleveland Ethnic Directory, which lists associations and organizations for the following: African American, Albanian, American Indian, Arabic, Armenian, Asian Indian, Austrian, Baltic States, Black American, Bohemian, Brazilian, British, Byelorussian, Byzantine, Cambodian, Canadian, Carpato Russian, Chinese, Cossack, Croatian, Cubans, Czech, Danish, Dutch, Egyptians, English, Estonian, Filipino, Finnish, French Speaking, German, Greek, Hispanic, Hebrew, Hungarian, Indian, Irish, Islamic, Israelis, Italian, Japanese, Jewish, Kampuchean, Korean, Laotian, Latvian, Lebanese, Lemko, Lithuanian, Macedonian, Manx, Mexican, Moravian, Native American, Netherlands, Oriental, Polish, Puerto Rican, Palestinian, Romanian, Rusin, Russian, Ruthenian, Scottish, Serbian, Scandinavian, Slovak, Slovenian, Syrian, Spanish, Swedish, Swiss, Taiwanese, Thai, Transylvannian Saxon, Ukranian, Vietnamese, Welsh, West Indian, Yiddish,

Yugoslav.

In the Greater Cleveland area, there is a foreign consular corps, many of which are honorary councils which serve as a resource to their countries and cultures. Consular corps list the following consulates: Austrian, Belgian, Brittish, Canadian, Columbian, Danish, Dominican Republic, Federal Republic of Germany, Finnish, French, Honduras, Italian, Japanese, Korean, Luxembourg, Nepal, Netherlands, Norwegian, Panamanian, Swedish, Swiss & Yugoslavian. Additional consulates have been established since the break up of the former Soviet Union and Yugoslavia.

A wide range of other types of organizations are located in the region, from collegiate organizations, sister city programs, to ethnic media, publications, radio programs, and even several television stations. These organizations range from the Council on World Affairs to the Friendship Force to the Ethnic Affairs office in the Mayor=s Office of the City of Cleveland to the International Visitors Center to the Cleveland Cultural Garden Federation, to the World Trade Association and the Cleveland Port Authority, and the many international and local businesses and corporations in the area.

Churches and religious organizations reflect a wide range of ethnicity and foreign cultures in the region and also could be considered excellent resources to draw on for international programs. Corporate foundations and private philanthropy including foundations like the Gund Foundation and The Greater Cleveland Foundation may also be financial resources in this area.

National and International and Foundation Resources

The embassies in Washington D.C. U.S. State and Commerce Departments and the United Nations and related offices in New York and in Geneva Switzerland are excellent resources for international programming, including the Model U.N. experiential programming for high school and college students about international organizations and issues.

The U.S. Department of Education is recognizing the important role community colleges can play in maintaining the competitive edge in the world marketplace and is placing a greater emphasis on allocating funding for its various programs to community colleges. Funding sources range from Title VI Foreign Studies and Languages to Business and International Programming, Fulbright-Hayes, etc. The Community College Liaison Office is facilitating funding for community colleges. The National Endowment for the Humanities has served as a resource in this area as well.

A wide range of foundations exist to support their particular mission in the international arena and can serve as funding resources for community colleges. A listing of over 100 relevant foundations was compiled by Sinclair College in 1996, funded by a U.S. Agency for International Development grant.

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AIInternational Education and the Community College, Beyond the Classroom, Robert W. Franco and James N. Shimabukuro, eds., The Kellogg Foundation and the University of Hawaii: Honolulu: 1992.

AProfile of the Northeast Ohio Economy, A Case Western Reserve University, 1999.

UDLP (University Development Linkages Program) Directory of Foundations, funded by the USAID and published by Sinclair Community College, 1996.

Various other publications on international education and Northeast Ohio regional development

Many community colleges are internationalizing their campuses, including their curriculum. This globalization effort is responsive to the needs of the local communities the colleges are serving, especially to the local businesses and organizations involved in overseas transactions and activities.

The authors of this white paper are academic deans at a community college located in Northeast Ohio. They suggest that one of the first steps in the globalization effort should be the development of a white paper. Such a paper could be used to initiate discussion and develop a common campus vision to drive the effort. A white paper could establish a common base of understanding of where the college is with regard to internationalizing the curriculum and other services of the college. It could also suggest an agenda for consideration, including the institutional and community resources that might be available and applied to achieve the objectives.

This white paper was used by the administration in Lakeland Community College. The paper assisted the administration in establishing institutional funding and the expanding involvement of faculty in the globalization effort. It assisted in obtaining grant funding for the effort. A list of accomplishments of the first year of the Internationalization project is described below.

International Activities of the College for School Year 2000-01:

4/01/01 Tentative notification of approval by DOE of Title VIb grant proposal for development of international business degree, certificate and business study tour programs to Central Europe.

3/22/01 Attended an organizational meeting at Lorain County Community College for the OCCC GE (Ohio Community Colleges Consortium on Global Education). Discussions were focused on the grant proposal submitted by the consortium to the US Dept of Education=s Title VIA (Area Studies and Foreign Languages).

3/21 Hosted an International Forum on AOld Burma and New Myanmar: A Southeast Asian State. Attended by over 70 students, faculty and community members. The speaker for this event was Dr. Paul Nietupski from John Carroll University.

3/8 Reviewed 14 student scholarship applications for the Borderlinks Mexico and Scotland Photography study abroad programs.

3/7 Co-sponsored a forum on AMaterial World: A Global Family Portrait.= Speaker: Ms. Faith D=Aluisio, author of the Women in the Material World. This forum was co-sponsored by the Women=s Center of Lakeland Community College.

2/21 International Task Force Subcommittee on Faculty Travel met for another round of faculty RFP (Request for Proposal) evaluations.

2/7 Sponsored an International Forum on AThe Estrada Impeachment: The Philippine Political Development.≈ Approximate number of participants: 70 people (consisting of students, faculty and the community).

1/25 Developed a database for all the resources and information available at the Center for International Education (B2032) for use by faculty and students.

1/19-3/9 Started the Winter 2001 International Film Series. The theme for the year was AA Celebration of Family and Culture.≈ Films from Iran, China, Russia, Argentina and Ireland were shown over a period of 8 weeks. In addition to the film, speakers and cultural dinners were also sponsored by the Center For International Education, Community Education and Food Services.

1/16 Recruited a Senior Office Assistant for the Center. The Director worked with the Human Resource Department and other office assistants in the search process.

1/6 Developed a website for the Center for International Education. This website defines the Center=s goals and objectives and current activities for the year. It also links various study abroad programs developed by the college and collaborations with other colleges.

12/8/00 Invited Dr. Frank Schorn from the Austin Community College to talk about their international initiatives and how it can be modeled from a Lakeland Community College=s perspectives.

12/1 International Education Taskforce Subcommittee met to evaluate faculty=s travel grant proposal. Four faculty members were recommended for a travel grant: Dr. Don Rubbelke (Australia); Dr. Phil Skerry (France); Dr. Sherry Sowerby (Canada); Dr. Brent DeMars (Australia).

11/28 Attended the ACIIE conference on Initiatives Global Education program. Met with various Federal Grant Program Officers (FIPSE; Title VIA & B; NSEP; Fulbright etc.). Met with Directors of International Education of various community colleges and some consuls (Philippine Embassy; Croatian Consul; Hungarian Consul).

11/15 Reviewed RFP (request for proposal) for students as part of the global initiatives; Task Force Committee reviewed the form to be distributed to various

intercultural education. Two of its advising board members come from the two largest employers of the county: Lubrizol Corporation and Parker Hannifin. A total of eleven board members were present during the meeting.

APPENDICES

for

White Paper

College Goal: Internationalizing the Curriculum

List of

- Appendix A: AGlobal Awareness - AACC Focus Areas and Priorities 1999-2000
- Appendix B: Global Competencies
- Appendix C: AEducating for the Global Community - Current Status and Strategies, ACIIE
- Appendix D: Certificate Programs
- Appendix E: Noncredit Courses

Note: For a copy of the appendices, mentioned in this paper, please contact the Dean=s office at 440-953-7298.



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